

Religious Education (RE)

'All children need to acquire core knowledge and understanding of the beliefs and practices of the religions and worldviews which not only shape their history and culture but which guide their own development. The modern world needs young people who are sufficiently confident in their own beliefs and values that they can respect the religious and cultural differences of others, and contribute to a cohesive and compassionate society.'

Intent:

At Colyton, Religious Education (RE) means children are given the knowledge and understanding of different religious traditions and worldviews, so that they may appreciate the diversity of beliefs and values present locally, nationally and globally.

We will provide children with the freedom to explore their own beliefs whilst having respect for others. We see the teaching of R.E. as vital for children to understand others' beliefs and make connections between their own values. As a subject, it should contribute to pupils' personal development and well-being and to community cohesion by promoting mutual respect and tolerance in a diverse society. It offers opportunities for personal reflection and spiritual development, deepening the understanding of the significance of religion in the lives of others - individually, communally and cross-culturally.

R.E. is taught in an inclusive way. For pupils with additional needs, there will be every opportunity to work towards the overall objectives of the year group. Pupils may be supported by pre-teaching of key concepts, breaking down tasks into smaller steps, or use of alternative recording methods so that writing does not act as a barrier for learning. High expectations will challenge all children to meet their personal targets.

National Curriculum Expectations for RE

Schools are required to teach RE, but it isn't part of the National Curriculum; this means that, although they provide guidance on what to teach and the aims of learning about RE, these are non-statutory. Schools maintained by the local authority will follow a course of study decided on by that local authority. This programme of study is known as the 'Local Agreed Syllabus': an RE syllabus which has been designed by the local authority in line with Section 375(3) of the Education Act 1996. This law requires that the Locally Agreed Syllabus reflects:

'That the religious traditions of Great Britain are in the main Christian whilst taking account of the teaching and practices of the other principal religious represented in Great Britain.'

At Colyton we follow the Devon Agreed Syllabus for RE. The Devon and Torbay Agreed Syllabus 2019 asserts the importance and value of religious education (RE) for all pupils, with on-going benefits for an open, articulate and understanding society

Implementation:



1. EYFS
2. Long Term Overview
3. Cultural Emersion
4. Knowledge & Skills Progression
5. Lesson Design
6. Impact
7. Partnership with Parents

EYFS

The Early Years Foundation Stage (EYFS) follows the 'Development Matters' guidance and information within the Early years foundation stage (EYFS) statutory framework.

There is no curriculum expectation for RE in EYFS but at Colyton we teach across the year groups and children follow the RE rolling programme.

The most relevant statements for RE are taken from the following areas of learning:

- Personal, Social and Emotional Development
- Understanding the World

By the end of Reception, children at the expected level of development will be able to:

Personal, Social and Emotional Development

- See themselves as a valuable individual
- Think about the perspectives of others

Understanding the World

- Talk about members of their immediate family and community.
- Name and describe people who are familiar to them.
- Understand that some places are special to members of their community.
- Recognise that people have different beliefs and celebrate special times in different ways

ELG & Development Matters: The Colyton Curriculum Our EYFS Colyton curriculum takes the ELG & Development matters to create a highly ambitious and bespoke curriculum with a focus on developing high language skills and for children to become competent readers, writers and mathematicians.

RE at Colyton begins here, in the EYFS. Children master skills by being an 'Independent Individual', and learn how to be accepting and recognise others' needs by being a 'Fantastic Friend'.

Fantastic Friend

- I can build positive and respectful relationships with adults and children.
- I can work and play with others and take turns.
- I can think about my own and other people's needs.

Independent Individual

- I can think and talk about my feelings and the feelings of others and begin to manage my own feelings.
- I can set and work towards simple goals.
- I can wait for things I want and control my impulses.
- I can focus on what the teachers says, respond and follow instructions with several parts.
- I can be confident in new activities, be independent and show resilience and perseverance in the face of challenge.
- I know right from wrong and can explain why we have rules.
- I can manage my own personal hygiene and needs.
- I can talk about how to be healthy and have good wellbeing.
- I can see myself as a valuable individual.

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Long Term Overview

We follow a two-year rolling programme at Colyton and we use the Devon & Torbay SACRE Agreed Syllabus.

EYFS	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2	Religions Covered
	Why is the word 'God' special to Christians?	Why is Christmas special for Christians?	Being special: Where do we belong?	Why is Easter special to Christians?	Which places are special and why?	Which stories are special and why?	Christianity
Year 1 (Mixed 1/2 Year A)	Who made the world?	What does it mean to belong to a faith community?	What do Christians believe God is like?	Who is Jewish and how do they live? (double unit)	Who is Jewish and how do they live? (double unit)	How should we care for the world and others and why does it matter?	Christianity Judaism Christianity*
Year 2 (Mixed 1/2 Year B)	Who is a Muslim and how do they live?	Why does Christmas matter to Christians?	Who is a Muslim and how do they live? (part 12)	Why does Easter matter to Christians?	What is the good news that Jesus brings?	What makes some places sacred to believers?	Islam Christianity Judaism*
3% A	What do Hindus believe God is like? (switched unit - change on whole curriculum overview page)	What is the trinity? (switched unit - change on whole curriculum overview page)	Why do Christians call the day Jesus died Good Friday?	What does it mean to be a Hindu today?	When Jesus left, what was the impact of Pentecost?	How and why do people mark the significant events of life?	Christianity Hinduism Islam*
3% B	What do Christians learn from the Creation story?	What is it like to follow God?	How do festivals and worship show what matters to a Muslim?	How do festivals and family life show what matters to Jews?	What kind of world did Jesus want? How and why do people try to make the world a better place?	What kind of world did Jesus want? How and why do people try to make the world a better place?	Christianity Islam Judaism Sikhism*
5/6 A	Creation and Science: Conflicting or Complementary?	Why do some people believe in God and some people not?	Why do Hindus want to be good?	What did Jesus do to save human beings?	What kind of king is Jesus?	How does faith help people when life gets hard?	Humanism Hinduism Christianity Paganism* (linking to study of Anglo-Saxons)
5/6 B	What does it mean if God is holy and loving?	Was Jesus the Messiah?	What does it mean to be a Muslim in Britain today?	Why is the Torah important to Jewish people?	What would Jesus do?	What matters most to Humanists and Christians?	Christianity Islam Judaism Buddhism*

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How do we enhance the RE Curriculum?

At Colyton we enhance the curriculum in particular year groups and in whole school activities.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Whole School	Christmas Carol Christingle Year R/1/2 Nativity			Easter Service	Whole School trips: Year A - Mosque Year B - Synagogue Year C - Exeter Cathedral	

Religions not covered until KS3: Buddhism, Sikhism, folk religions (paganism etc)

At Colyton we will have a special focus religion in the summer term to develop knowledge and understanding of the world.

Y1 - Christianity

Y2 - Judaism (preparation for KS2)

Y3/4A - Islam

Y3/4B - Sikhism (knowledge & understanding of the world)

Y5/6A - Paganism (to link to Anglo Saxon History study)

Y5/6 B - Buddhism (knowledge & understanding of the world)

As Colyton is a school which prioritises thinking, we use a range of thinking routines and thinking frames to develop our understanding, process ideas and help us to retain our learning.

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Knowledge & Skills Progression - EYFS

Being special: where do we belong? (Autumn 1)	Why is Christmas special for Christians? (Autumn 2)	Why is the word 'God' so important to Christians? (Spring 1)
SUBSTANTIVE KNOWLEDGE: (Make sense of beliefs; Understand the impact) I KNOW some religious stories and can retell them, making connections with personal experiences. I CAN recall simply what happens at a traditional Christian infant baptism and dedication. I CAN recall simply what happens when a baby is welcomed into a religion other than Christianity.	SUBSTANTIVE KNOWLEDGE: (Make sense of beliefs; Understand the impact) I KNOW and can recall simply what happens at a traditional Christian festival (Christmas) I begin to KNOW the word 'incarnation' as describing the belief that God came to Earth as Jesus.	SUBSTANTIVE KNOWLEDGE: (Make sense of beliefs; Understand the impact) I CAN retell stories, talking about what they say about the world, God, human beings. I CAN say how and when Christians like to thank their Creator.
DISCIPLINARY KNOWLEDGE: (Make Connections) I CAN share and record occasions when things have happened in my life that made me feel special.	DISCIPLINARY KNOWLEDGE: (Make Connections) I CAN talk about people who are special to me. I CAN say what makes my family and friends special to me. I CAN retell religious stories, making connections with my own life.	DISCIPLINARY KNOWLEDGE: (Make Connections) I CAN talk about things they find interesting, puzzling or wonderful and also about their own experiences and feelings about the world. I CAN think about the wonders of the natural world, expressing ideas and feelings. I CAN talk about what people do to mess up the world and what they do to look after it.

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Knowledge & Skills Progression - EYFS

Why is Easter special to Christians? (Spring 2)	What places are special and why? (Summer 1)	What times/stories are special and why? (Summer 2)
SUBSTANTIVE KNOWLEDGE: (Make sense of beliefs; Understand the impact) I KNOW and can retell stories connected with the celebration of Easter. I KNOW why Easter is a special time for Christians. I RECOGNISE some symbols Christians use during Holy Week, e.g. palm leaves, cross, eggs. I CAN talk about some ways Christians remember these stories at Easter.	SUBSTANTIVE KNOWLEDGE: (Make sense of beliefs; Understand the impact) I KNOW that some religious people have places which have special meaning for them. I CAN talk about the things that are special and valued in a place of worship. I UNDERSTAND that for Christians, Muslims or Jews, these special things link to beliefs about God.	SUBSTANTIVE KNOWLEDGE: (Make sense of beliefs; Understand the impact) I CAN talk about some religious stories. I CAN recognise some religious words, e.g. about God. I CAN identify a sacred text e.g. Bible, Torah. I CAN talk about some of the things these stories teach believers (for example, what Jesus teaches about being friends with the friendless in the story of Zacchaeus; what Jesus' story about the ten lepers teaches about saying 'thank you', and why it is good to thank and be thanked; what the Chanukah story teaches Jews about standing up for what is right), etc.
DISCIPLINARY KNOWLEDGE: (Make Connections) I CAN talk about ideas of new life in nature, making connections with some Christian symbols from Easter time.	DISCIPLINARY KNOWLEDGE: (Make Connections) I CAN talk about somewhere that is special to me, saying why. I CAN use appropriate words to talk about my thoughts and feelings when I visit a church. I CAN express a personal response to the natural world.	DISCIPLINARY KNOWLEDGE: (Make Connections) I CAN identify some of my own feelings in the stories I hear.

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Knowledge & Skills Progression Y1/2

What does it mean to belong to a faith community? (Autumn 1)	What do Christians believe God is like? (Autumn 2)	Who is Jewish and how do they live? (Spring 1 and 2)
SUBSTANTIVE KNOWLEDGE: (Make sense of beliefs; Understand the impact) I KNOW that loving others is important in lots of communities I CAN say simply what Jesus and one other religious leader taught about loving other people. I CAN give an account of what happens at a traditional Christian and Jewish or Muslim welcome ceremony, and suggest what the actions and symbols mean. I KNOW at least two ways people show they love each other and belong to each other when they get married (Christian and/or Jewish and non-religious)	SUBSTANTIVE KNOWLEDGE: (Make sense of beliefs; Understand the impact) I KNOW what a parable is. I CAN tell the story of the Lost Son from the Bible simply and recognise a link with the Christian idea of God as a forgiving Father. I CAN give clear, simple accounts of what the story means to Christians. I CAN give at least two examples of a way in which Christians show their belief in God as loving and forgiving (e.g. by saying sorry, by seeing God as welcoming them back; by forgiving others) I CAN give an example of how Christians put their beliefs into practice in worship (e.g. by saying sorry to God)	SUBSTANTIVE KNOWLEDGE: (Make sense of beliefs; Understand the impact) I RECOGNISE the words of the Shema as a Jewish prayer. I CAN re-tell simply some stories used in Jewish celebrations (e.g. Chanukah) I CAN give examples of how the stories used in celebrations (e.g. Shabbat, Chanukah) remind Jews about what God is like. I KNOW how Jewish people celebrate special times (e.g. Shabbat, Sukkot, Chanukah) I CAN make links between Jewish ideas of God found in the stories and how people live. I KNOW an example of how some Jewish people might remember God in different ways (e.g. mezuzah, on Shabbat)
DISCIPLINARY KNOWLEDGE: (Make Connections) I CAN give examples of ways in which people express their identity and belonging within faith communities and other communities, responding sensitively to differences. I CAN talk about what I think is good about being in a community, for people in faith communities and for myself, giving a good reason for my ideas.	DISCIPLINARY KNOWLEDGE: (Make Connections) I CAN think, talk and ask questions about whether I can learn anything from the story for myself, exploring different ideas, I CAN give a reason for the ideas I have and the connections I make.	DISCIPLINARY KNOWLEDGE: (Make Connections) I CAN talk about what I think is good about reflecting, thanking, praising and remembering for Jewish people, giving a good reason for my ideas. I CAN give a good reason for my ideas about whether reflecting, thanking, praising and remembering have something to say to me too.

Knowledge & Skills Progression Y1/2

Who do Christians say made the world?	How should we care for the world and for others, and why does it matter?
SUBSTANTIVE KNOWLEDGE: (Make sense of beliefs; Understand the impact) I KNOW the story of creation from Genesis 1:1–2:3 simply. I KNOW that ‘Creation’ is the beginning of the ‘big story’ of the Bible. I CAN say what the story tells Christians about God, Creation and the world. I CAN give at least one example of what Christians do to say ‘thank you’ to God for Creation.	SUBSTANTIVE KNOWLEDGE: (Make sense of beliefs; Understand the impact) I KNOW a story or text that says something about each person being unique and valuable. I KNOW an example of a key belief some people find in one of these stories (e.g. that God loves all people). I CAN give a clear, simple account of what Genesis 1 tells Christians and Jews about the natural world. I CAN give an example of how people show that they care for others (e.g. by giving to charity), making a link to one of the stories. I KNOW examples of how Christians and Jews can show care for the natural earth. I UNDERSTAND why Christians and Jews might look after the natural world
DISCIPLINARY KNOWLEDGE: (Make Connections) I CAN think, talk and ask questions about living in an amazing world I CAN give a reason for the ideas I have and the connections I make between the Jewish/Christian Creation story and the world I live in.	DISCIPLINARY KNOWLEDGE: (Make Connections) I CAN think, talk and ask questions about what difference believing in God makes to how people treat each other and the natural world. I CAN give good reasons why everyone (religious and non-religious) should care for others and look after the natural world.

Knowledge & Skills Progression Y1/2

Who is a Muslim, and how do they live? (Part 1) (Autumn 1)	Why does Christmas matter to Christians? (Autumn 2)	Who is a Muslim, and how do they live? (Part 2) (Spring 1)
SUBSTANTIVE KNOWLEDGE: (Make sense of beliefs; Understand the impact) I RECOGNISE the words of the Shahadah and know that it is very important for Muslims. I KNOW some of the key Muslim beliefs about God found in the Shahadah and the 99 names of Allah, and give a simple description of what some of them mean. I CAN give examples of how stories about the Prophet show what Muslims believe about Muhammad.	SUBSTANTIVE KNOWLEDGE: (Make sense of beliefs; Understand the impact) I KNOW that stories of Jesus' life come from the Gospels. I CAN give a clear, simple account of the story of Jesus' birth and why Jesus is important for Christians. I CAN give examples of ways in which Christians use the story of the Nativity to guide their beliefs and actions at Christmas.	SUBSTANTIVE KNOWLEDGE: (Make sense of beliefs; Understand the impact) I CAN give examples of how Muslims use the Shahadah to show what matters to them I KNOW how Muslims use stories about the Prophet to guide their beliefs and actions (e.g. care for creation, fast in Ramadan). I CAN give examples of how Muslims put their beliefs about prayer into action.
DISCIPLINARY KNOWLEDGE: (Make Connections) I CAN think, talk about and ask questions about Muslim beliefs and ways of living	DISCIPLINARY KNOWLEDGE: (Make Connections) I CAN think, talk and ask questions about Christmas for people who are Christians and for people who are not I CAN decide what they personally have to be thankful for, giving a reason for their ideas.	DISCIPLINARY KNOWLEDGE: (Make Connections) I CAN talk about what I think is good for Muslims about prayer, respect, celebration and self-control. I CAN give a good reason for my ideas about whether prayer, respect, celebration and self-control have something to say to me too.

Knowledge & Skills Progression Y1/2

Why does Easter matter to Christians? (Spring 2)	What is the 'good news' Christians believe Jesus brings? (Summer 1)	What makes some places sacred to believers? (Summer 2)
SUBSTANTIVE KNOWLEDGE: (Make sense of beliefs; Understand the impact) I KNOW that Incarnation and Salvation are part of a 'big story' of the Bible I CAN tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation (Jesus rescuing people). I KNOW that Jesus gives instructions about how to behave. I CAN give at least three examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter.	SUBSTANTIVE KNOWLEDGE: (Make sense of beliefs; Understand the impact) I CAN tell stories from the Bible and recognise a link with the concept of 'Gospel' or 'good news'. I CAN give clear, simple accounts of what Bible texts (such as the story of Matthew the tax collector) mean to Christians. I RECOGNISE that Jesus gives instructions to people about how to behave. I CAN give at least two examples of ways in which Christians follow the teachings studied about forgiveness and peace, and bringing good news to the friendless. I CAN give at least two examples of how Christians put these beliefs into practice in the Church community and their own lives (for example: charity, confession).	SUBSTANTIVE KNOWLEDGE: (Make sense of beliefs; Understand the impact) I KNOW that there are special places where people go to worship, and can talk about what people do there. I CAN identify at least three objects used in worship in two religions and give a simple account of how they are used and something about what they mean. I CAN identify a belief about worship and a belief about God, connecting these beliefs simply to a place of worship. I CAN give examples of stories, objects, symbols and actions used in churches, mosques and/or synagogues that show what people believe. I KNOW simple examples of how people worship at a church, mosque or synagogue. I CAN talk about why some people like to belong to a sacred building or a community.
DISCIPLINARY KNOWLEDGE: (Make Connections) I CAN think, talk and ask questions about whether the story of Easter only has something to say to Christians, or if it has anything to say to us all about sadness, hope or heaven, exploring different ideas.	DISCIPLINARY KNOWLEDGE: (Make Connections) I CAN think, talk and ask questions about whether Jesus' 'good news' is only good news for Christians, or if there are things for anyone to learn about how to live, giving a good reason for my ideas.	DISCIPLINARY KNOWLEDGE: (Make Connections) I CAN think, talk and ask good questions about what happens in a church, synagogue or mosque, saying what I think about these questions. I CAN talk about what makes some places special to people, and what the difference is between religious and non-religious special places.

Knowledge & Skills Progression Y13/4

What is the 'Trinity' and why is it important for Christians? (Autumn 1)	What do Hindus believe God is like? (Autumn 2)	What does it mean to be Hindu in Britain today? (Spring 1)
SUBSTANTIVE KNOWLEDGE: (Make sense of beliefs; Understand the impact) I RECOGNISE what a 'Gospel' is and give an example of the kinds of stories it contains. I CAN make suggestions about what texts about baptism and Trinity mean. I CAN give examples of what these texts mean to some Christians today. I CAN describe how Christians show their beliefs about God the Trinity in worship in different ways (in baptism and prayer, for example) and in the way they live.	SUBSTANTIVE KNOWLEDGE: (Make sense of beliefs; Understand the impact) I KNOW some Hindu deities and can say how they help Hindus describe God. I CAN make clear links between some stories (e.g. Svetaketu, Ganesh, Diwali) and what Hindus believe about God. I CAN make informed suggestions about what Hindu murtis express about God. I CAN make simple links between beliefs about God and how Hindus live (e.g. choosing a deity and worshipping at a Home Shrine; celebrating Diwali) I KNOW some different ways in which Hindus worship.	SUBSTANTIVE KNOWLEDGE: (Make sense of beliefs; Understand the impact) I CAN describe how Hindus show their faith within their families in Britain today (e.g. home puja). I KNOW how Hindus show their faith within their faith communities in Britain today (e.g. arti and bhajans at the mandir; in festivals such as Diwali). I KNOW some different ways in which Hindus show their faith (e.g. between different communities in Britain, or between Britain and parts of India) I CAN identify the terms dharma, Sanatan, Dharma and Hinduism and say what they mean. I CAN make links between Hindu practices and the idea that Hinduism is a whole 'way of life' (dharma).
DISCIPLINARY KNOWLEDGE: (Make Connections) I CAN make links between some Bible texts studied and the idea of God in Christianity, expressing clearly some ideas of my own about what Christians believe God is like.	DISCIPLINARY KNOWLEDGE: (Make Connections) I CAN raise questions and suggest answers about whether it is good to think about the cycle of create/preserve/ destroy in the world today. I CAN make links between the Hindu idea of everyone having a 'spark' of God in them and ideas about the value of people in the world today.	DISCIPLINARY KNOWLEDGE: (Make Connections) I CAN raise questions and suggest answers about what is good about being a Hindu in Britain today, and whether taking part in family and community rituals is a good thing for individuals and society, giving good reasons for my ideas.

Knowledge & Skills Progression Y13/4

Why do Christians call the day Jesus died 'Good Friday'? (Spring 2)	For Christians, when Jesus left, what was the impact of Pentecost? (Summer 1)	How and why do people mark the significant events of life? (Summer 2)
SUBSTANTIVE KNOWLEDGE: (Make sense of beliefs; Understand the impact) I RECOGNISE the word 'Salvation', and that Christians believe Jesus came to 'save' or 'rescue' people, e.g. by showing them how to live. I CAN make informed suggestions about what the events of Holy Week mean to Christians I CAN give examples of what Christians say about the importance of the events of Holy Week. I CAN make simple links between the Gospel accounts and how Christians mark the Easter events in their communities. I CAN describe how Christians show their beliefs about Jesus in worship in different ways.	SUBSTANTIVE KNOWLEDGE: (Make sense of beliefs; Understand the impact) I CAN make clear links between the story of Pentecost and Christian beliefs about the 'kingdom of God' on Earth. I CAN make informed suggestions about what the events of Pentecost in Acts 2 might mean. I CAN give examples of what Pentecost means to some Christians now. I CAN make simple links between the description of Pentecost in Acts 2, the Holy Spirit, the kingdom of God, and how Christians live now. I CAN describe how Christians show their beliefs about the Holy Spirit in worship.	SUBSTANTIVE KNOWLEDGE: (Make sense of beliefs; Understand the impact) I KNOW some beliefs about love, commitment and promises in two religious traditions and can describe what they mean. I KNOW about the meaning and importance of ceremonies of commitment for religious and non-religious people today. I CAN describe what happens in ceremonies of commitment (e.g. baptism, sacred thread, marriage) and say what these rituals mean. I CAN make simple links between beliefs about love and commitment and how people in at least two religious traditions live (e.g. through celebrating forgiveness, salvation and freedom at festivals). I KNOW some differences in how people celebrate commitment (e.g. different practices of marriage, or Christian baptism)
DISCIPLINARY KNOWLEDGE: (Make Connections) I CAN raise thoughtful questions and suggest some answers about why Christians call the day Jesus died 'Good Friday', giving good reasons for my suggestions.	DISCIPLINARY KNOWLEDGE: (Make Connections) I CAN make links between ideas about the kingdom of God in the Bible and what people believe about following God today, giving good reasons for their ideas.	DISCIPLINARY KNOWLEDGE: (Make Connections) I CAN raise questions and suggest answers about whether it is good for everyone to see life as a journey, and to mark the milestones. I CAN link ideas of love, commitment and promises in religious and non-religious ceremonies. I CAN give good reasons why I think ceremonies of commitment are or are not valuable today.

Knowledge & Skills Progression Y13/4

What do Christians learn from the creation story? What is it like for someone to follow God? (Autumn 1 and 2)	How do festivals and worship show what matters to a Muslim? (Spring 1)
SUBSTANTIVE KNOWLEDGE: (Make sense of beliefs; Understand the impact) I CAN place the concepts of God and Creation on a timeline of the Bible's 'big story'. I CAN make clear links between Genesis 1 and what Christians believe about God and Creation. I CAN recognise that the story of 'the Fall' in Genesis 3 gives an explanation of why things go wrong in the world. I CAN describe what Christians do because they believe God is Creator (e.g. follow God, wonder at how amazing God's creation is; care for the Earth – some specific ways) I CAN describe how and why Christians might pray to God, say sorry and ask for forgiveness. I CAN make clear links between the story of Noah and the idea of Covenant. I CAN make simple links between promises in the story of Noah and promises that Christians make at a wedding ceremony.	SUBSTANTIVE KNOWLEDGE: (Make sense of beliefs; Understand the impact) I CAN identify some beliefs about God in Islam, expressed in Surah 1. I CAN make clear links between beliefs about God and ibadah (e.g. how God is worth worshipping; how Muslims submit to God). I CAN give examples of ibadah (worship) in Islam (e.g. prayer, fasting, celebrating) and describe what they involve. I CAN make links between Muslim beliefs about God and a range of ways in which Muslims worship (e.g. in prayer and fasting, as a family and as a community, at home and in the mosque)
DISCIPLINARY KNOWLEDGE: (Make Connections) I CAN ask questions and suggest answers about what might be important in the Creation story for Christians and for non-Christians living today. I CAN make links between the story of Noah and how we live in school and the wider world.	DISCIPLINARY KNOWLEDGE: (Make Connections) I CAN raise questions and suggest answers about the value of submission and self-control to Muslims, and whether there are benefits for people who are not Muslims. I CAN make links between the Muslim idea of living in harmony with the Creator and the need for all people to live in harmony with each other in the world today, giving good reasons for my ideas.

Knowledge & Skills Progression Y13/4

How do festivals and family life show what matters to Jewish people? (Spring 2)	What kind of world did Jesus want? (Summer 1)	How and why do people try to make the world a better place? (Summer 2)
SUBSTANTIVE KNOWLEDGE: (Make sense of beliefs; Understand the impact) I KNOW some Jewish beliefs about God, sin and forgiveness and can describe what they mean. I CAN make clear links between the story of the Exodus and Jewish beliefs about God and his relationship with the Jewish people. I CAN make informed suggestions about the meaning of the Exodus story for Jews today. I CAN make simple links between Jewish beliefs about God and his people and how Jews live (e.g. through celebrating forgiveness, salvation and freedom at festivals). I CAN describe how Jews show their beliefs through worship in festivals, both at home and in wider communities.	SUBSTANTIVE KNOWLEDGE: (Make sense of beliefs; Understand the impact) I CAN identify texts that come from a Gospel, which tells the story of the life and teaching of Jesus. I CAN make clear links between the calling of the first disciples and how Christians today try to follow Jesus and be 'fishers of people'. I CAN suggest ideas and then find out about what Jesus' actions towards outcasts mean for a Christian. I CAN give examples of how Christians try to show love for all, including how Christian leaders try to follow Jesus' teaching in different ways.	SUBSTANTIVE KNOWLEDGE: (Make sense of beliefs; Understand the impact) I KNOW some beliefs about why the world is not always a good place (e.g. Christian ideas of sin). I CAN make links between religious beliefs and teachings, and why people try to live and make the world a better place. I CAN make simple links between teachings about how to live and ways in which people try to make the world a better place (e.g. tikkun olam and the charity Tzedek). I CAN describe some examples of how people try to live (e.g. individuals and organisations). I CAN identify some differences in how people put their beliefs into action.
DISCIPLINARY KNOWLEDGE: (Make Connections) I CAN raise questions and suggest answers about whether it is good for Jews and everyone else to remember the past and look forward to the future. I CAN make links with the value of personal reflection, saying sorry, being forgiven, being grateful, seeking freedom and justice in the world today, including pupils' own lives.	DISCIPLINARY KNOWLEDGE: (Make Connections) I CAN make links between the importance of love in the Bible stories studied and life in the world today, giving a good reason for my ideas.	DISCIPLINARY KNOWLEDGE: (Make Connections) I CAN raise questions and suggest answers about why the world is not always a good place, and what are the best ways of making it better. I CAN make links between some commands for living from religious traditions, non-religious worldviews and pupils' own ideas. I CAN express my own ideas about the best ways to make the world a better place, making links with religious ideas studied.

Knowledge & Skills Progression Y15/6

What does it mean if Christians believe God is holy and loving? (Autumn 1)	What does it mean to be a Muslim in Britain today? (Autumn 2)	Why do Christians believe Jesus was the Messiah? (Spring 1)
SUBSTANTIVE KNOWLEDGE: (Make sense of beliefs; Understand the impact) I CAN identify some different types of biblical texts, using technical terms accurately. I CAN explain connections between biblical texts and Christian ideas of God, using theological terms. I CAN make clear connections between Bible texts studied and what Christians believe about God; for example, through how cathedrals are designed. I CAN show how Christians put their beliefs into practice in worship.	SUBSTANTIVE KNOWLEDGE: (Make sense of beliefs; Understand the impact) I KNOW and can explain Muslim beliefs about God, the Prophet* and the Holy Qur'an (e.g. Tawhid; Muhammad as the Messenger, Qur'an as the message) I CAN describe ways in which Muslim sources of authority guide Muslim living (e.g. Qur'an guidance on Five Pillars; Hajj practices follow example of the Prophet). I CAN make clear connections between Muslim beliefs and ibadah (e.g. Five Pillars, festivals, mosques, art) I CAN give evidence and examples to show how Muslims put their beliefs into practice in different ways.	SUBSTANTIVE KNOWLEDGE: (Make sense of beliefs; Understand the impact) I CAN explain the place of Incarnation and Messiah within the 'big story' of the Bible. I CAN identify Gospel and prophecy texts, using technical terms. I CAN explain connections between biblical texts, Incarnation and Messiah, using theological terms. I CAN show how Christians put their beliefs about Jesus' Incarnation into practice in different ways in celebrating Christmas. I CAN comment on how the idea that Jesus is the Messiah makes sense in the wider story of the Bible.
DISCIPLINARY KNOWLEDGE: (Make Connections) I CAN weigh up how biblical ideas and teachings about God as holy and loving might make a difference in the world today, developing insights of my own.	DISCIPLINARY KNOWLEDGE: (Make Connections) I CAN make connections between Muslim beliefs studied and Muslim ways of living in Britain/ Devon and Torbay today I CAN consider and weigh up the value of e.g. submission, obedience, generosity, self-control and worship in the lives of Muslims today and articulate responses on how far they are valuable to people who are not Muslims.	DISCIPLINARY KNOWLEDGE: (Make Connections) I CAN weigh up how far the idea of Jesus as the 'Messiah' – a Saviour from God – is important in the world today and, if it is true, what difference that might make in people's lives, giving good reasons for my answers.

Knowledge & Skills Progression Y15/6

Why is the Torah so important to Jewish people? (Spring 2)	Christians and how to live: What would Jesus do? (Summer 1)	What matters most to Humanists and Christians? (Summer 2)
SUBSTANTIVE KNOWLEDGE: (Make sense of beliefs; Understand the impact) I KNOW and can explain Jewish beliefs about God. I CAN give examples of some texts that say what God is like and explain how Jewish people interpret them. I CAN make clear connections between Jewish beliefs about the Torah and how Jews use and treat it. I CAN make clear connections between Jewish commandments and how Jews live (e.g. in relation to kosher laws). I CAN give evidence and examples to show how Jewish people put their beliefs into practice in different ways (e.g. some differences between Orthodox and Progressive Jewish practice).	SUBSTANTIVE KNOWLEDGE: (Make sense of beliefs; Understand the impact) I CAN identify features of Gospel texts (for example, teachings, parable, narrative). I CAN suggest meanings of Gospel texts studied, and compare their own ideas with ways in which Christians interpret biblical texts. I CAN make clear connections between Gospel texts, Jesus' 'good news', and how Christians live in the Christian community and in their individual lives.	SUBSTANTIVE KNOWLEDGE: (Make sense of beliefs; Understand the impact) I KNOW and can explain beliefs about why people are good and bad (e.g. Christian and Humanist). I CAN make links with sources of authority that tell people how to be good (e.g. Christian ideas of 'being made in the image of God' but 'fallen', and Humanists saying people can be 'good without God'). I CAN make clear connections between Christian and Humanist ideas about being good and how people live. I CAN suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view
DISCIPLINARY KNOWLEDGE: (Make Connections) I CAN make connections between Jewish beliefs studied and explain how and why they are important to Jewish people today. I CONSIDER and weigh up the value of e.g. tradition, ritual, community, study and worship in the lives of Jews today, and articulate responses on how far they are valuable to people who are not Jewish.	DISCIPLINARY KNOWLEDGE: (Make Connections) I CAN make connections between Christian teachings (e.g. about peace, forgiveness, healing) and the issues, problems and opportunities in the world today, including my own life. I CAN articulate my own responses to the issues studied, recognising different points of view.	DISCIPLINARY KNOWLEDGE: (Make Connections) I CAN raise important questions and suggest answers about how and why people should be good. I CAN make connections between the values studied and my own life, and their importance in the world today, giving good reasons for my views.

Knowledge & Skills Progression Y15/6

Creation and Science: conflicting or complementary? (Autumn 1)	Why do some people believe in God and some people not? (Autumn 2)	Why do Hindus try to be good? (Spring 1)
SUBSTANTIVE KNOWLEDGE: (Make sense of beliefs; Understand the impact) I CAN identify what type of text some Christians say Genesis 1 is, and its purpose I CAN suggest what Genesis 1 might mean, and compare my ideas with ways in which Christians interpret it, showing awareness of different interpretations. I CAN make clear connections between Genesis 1 and Christian belief about God as Creator. I CAN show understanding of why many Christians find science and faith go together.	SUBSTANTIVE KNOWLEDGE: (Make sense of beliefs; Understand the impact) I KNOW the terms ‘theist’, ‘atheist’ and ‘agnostic’ and can give examples of statements that reflect these beliefs. I CAN identify and explain what religious and non-religious people believe about God, saying where they get their ideas from. I CAN give examples of reasons why people do or do not believe in God. I CAN make clear connections between what people believe about God and the impact of this belief on how they live. I CAN give evidence and examples to show how Christians sometimes disagree about what God is like (e.g. some differences in interpreting Genesis).	SUBSTANTIVE KNOWLEDGE: (Make sense of beliefs; Understand the impact) I KNOW and can explain Hindu beliefs, e.g. dharma, karma, samsara and moksha, using technical terms accurately. I CAN give meanings for the story of the man in the well, and explain how it relates to Hindu beliefs. I CAN make clear connections between Hindu beliefs and the ways in which Hindus live. I CAN connect the four Hindu aims of life and the four stages of life with key beliefs about dharma, karma, moksha etc. I CAN give evidence and examples of how Hindus put their beliefs into practice in different ways.
DISCIPLINARY KNOWLEDGE: (Make Connections) I CAN identify key ideas arising from my study of Genesis 1 and comment on how far these are helpful or inspiring, justifying my responses. I CAN weigh up how far the Genesis 1 creation narrative is in conflict, or is complementary, with a scientific account, giving good reasons for their views.	DISCIPLINARY KNOWLEDGE: (Make Connections) I CAN reflect on and articulate some ways in which believing in God is valuable in the lives of believers, and ways it can be challenging. I CAN consider and weigh up different views on theism, agnosticism and atheism, expressing insights of my own about why people believe in God or not.	DISCIPLINARY KNOWLEDGE: (Make Connections) I CAN make connections between Hindu beliefs studied and explain how and why they are important to Hindus. I CAN reflect on and articulate what impact belief in karma and dharma might have on individuals and the world, recognising different points of view.

Knowledge & Skills Progression Y15/6

What do Christians believe Jesus did to 'save' people? (Spring 2)	For Christians, what kind of king is Jesus? (Summer 1)	How does faith help people when life gets hard? (Summer 2)
SUBSTANTIVE KNOWLEDGE: (Make sense of beliefs; Understand the impact) I KNOW the outline of the 'big story' of the Bible, explaining how Incarnation and Salvation fit within it I CAN explain what Christians mean when they say that Jesus' death was a sacrifice. I CAN make clear connections between the Christian belief in Jesus' death as a sacrifice and how Christians celebrate Holy Communion/Lord's Supper. I CAN show how Christians put their beliefs into practice in different ways.	SUBSTANTIVE KNOWLEDGE: (Make sense of beliefs; Understand the impact) I CAN explain connections between biblical texts and the concept of the kingdom of God. I UNDERSTAND different possible meanings for the biblical texts studied, showing awareness of different interpretations. I CAN make clear connections between belief in the kingdom of God and how Christians put their beliefs into practice I CAN show how Christians put their beliefs into practice in different ways.	SUBSTANTIVE KNOWLEDGE: (Make sense of beliefs; Understand the impact) I KNOW at least three examples of ways in which religions guide people in how to respond to good and hard times in life. I CAN identify beliefs about life after death in at least two religious traditions, comparing and explaining similarities and differences. I CAN make clear connections between what people believe about God and how they respond to challenges in life (e.g. suffering, bereavement). I KNOW examples of ways in which beliefs about resurrection/judgement/heaven/karma/ reincarnation make a difference to how someone lives.
DISCIPLINARY KNOWLEDGE: (Make Connections) I CAN weigh up the value and impact of ideas of sacrifice in my own life and the world today I CAN articulate my own response to the idea of sacrifice, recognising different points of view.	DISCIPLINARY KNOWLEDGE: (Make Connections) I CAN relate the Christian 'kingdom of God' model (i.e. loving others, serving the needy) to issues, problems and opportunities in the world today. I CAN articulate my own response to the idea of the importance of love and service in the world today.	DISCIPLINARY KNOWLEDGE: (Make Connections) I CAN interpret a range of artistic expressions of afterlife, offering and explaining different ways of understanding these I CAN offer a reasoned response to the unit question, with evidence and example, expressing insights of my own.

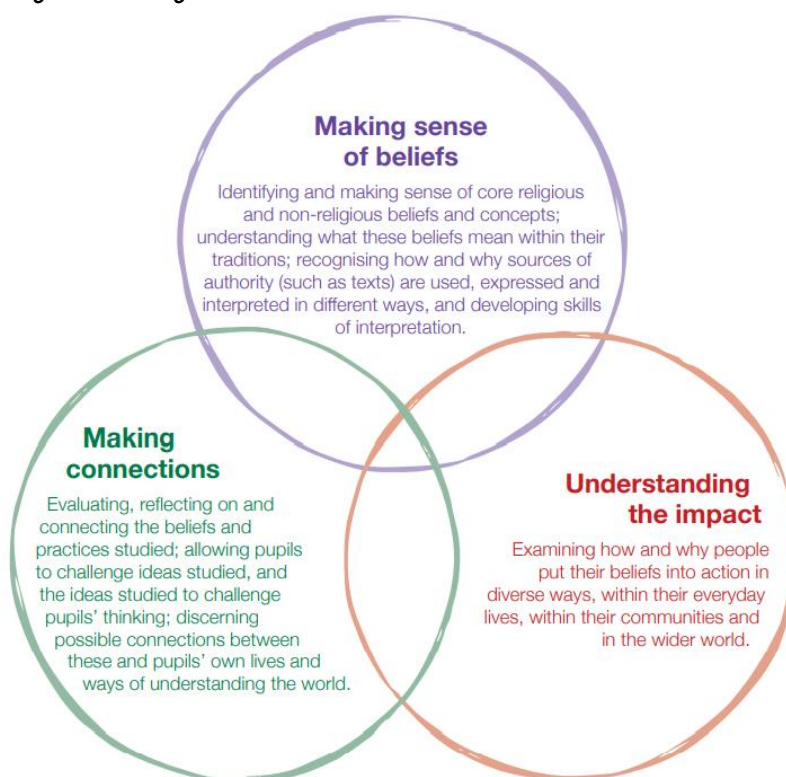
Implementation:

1. EYFS
2. Long Term Overview
3. Colyton Enhancements
4. Knowledge & Skills Progression
5. Lesson Design
6. Impact
7. Partnership with Parents



Lesson Design:

*At Colyton we tailor all of our lessons to the needs of the cohort.
The Devon Agreed Syllabus*



Sequences of lessons are designed to either study one religion at a time ('systematic' units), or to form a 'thematic' unit, which build on learning by comparing the religions, beliefs and practices studied.

Within a sequence, teachers will provide opportunities for children to:

- Explore a religious belief, idea, practice, story in a variety of ways
- Use artefacts, visit places of worship, speak to/meet with believers of that religion
- Re-enact religious practices to embed understanding
- Use drama to explore stories
- Use discussion to share opinions and ideas
- Look at how a religious teaching impacts on the believer's life
- Look at life's big questions
- Give opportunities for children to reflect on what they believe.

Implementation:



1. EYFS
2. Long Term Overview
3. Colyton Enhancements
4. Knowledge & Skills Progression
5. Lesson Design
6. Impact
7. Partnership with Parents

Impact:

During Key Stages 1 and 2 pupils gradually build on the skills, attitudes and values, knowledge and understanding they have started to acquire and develop during the Early Years Foundation Stage.

We support children to retain their new learning by collecting ideas in a matrix which they take with them year on year. In EYFS/KS1 this is through a collection of images created through Wigit that can be easily recognised and this is added to throughout their primary career. Pupils do not start a new book each year, but take it with them into the next year group.

Assessment in RE

Each unit focuses on three key words which are used to assess children's knowledge of the unit.



ritual



orthodox



progressive

Implementation:



1. EYFS
2. Long Term Overview
3. Colyton Enhancements
4. Knowledge & Skills Progression
5. Lesson Design
6. Impact
7. The Right to Withdraw

The Right to Withdraw

At Colyton we teach the required amount of RE to all of our students but we recognise that parents have the right to withdraw their child(ren) from the lessons.

The right to withdraw from religious education and/or collective worship

Parents have the right to withdraw their children from religious education and/or collective worship, and should contact the Head of School to ask for this.

Parents will be invited to a meeting to discuss withdrawal and to explore how their concern may be met. Parents are not obliged to attend such a meeting in which case withdrawal shall be put into effect immediately and the school will notify the parent.